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ABSTRACT

This paper provides several model transfer agreements, discusses the importance of entering into transfer agreements for both two-year and four-year institutions, and stresses the necessity of an honest self-evaluation before proceeding into transfer agreement negotiations. CCRI's institutional self-assessment uncovered student attrition problems, a negative perception in the community regarding the transferability of its courses, a good reputation for remedial programs, and the advantage of its low cost. These programs were aimed at correctly classifying, placing, and retaining the student population. After having identified strengths and weaknesses within the institution, CCRI developed the following objectives: (1) to better use its capacity of both faculty and space; (2) to recruit more focused full-time 18 year-old students; (3) to improve the college's reputation by way of highlighting CCRI graduate accomplishments; (4) to protect its enrollment by maintaining its best students; (5) to become part of the four-year college experience; and (6) to help satisfy its faculty by admitting a higher-quality student body. To meet these objectives, CCRI decided to pursue transfer agreements aggressively. The paper includes a list of schools with which CCRI shares transfer articulation. (AS)

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CREATING MODEL PARTNERSHIPS THAT HELP ATTRACT AND RETAIN STUDENTS

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Joseph DiMaria
Community College of Rhode Island

RECRUITING AND SERVING ADULT STUDENTS

Orlando, FL November 3, 1998

The College Board
Office of Adult Learning Services

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CREATING MODEL PARTNERSHIPS THAT HELP ATTRACT AND RETAIN STUDENTS

Joseph DiMaria
Community College of Rhode Island

RECRUITING AND SERVING ADULT STUDENTS

Orlando, FL November 3, 1998

The College Board
Office of Adult Learning Services

Creating Model Partnerships That Help Attract and Retain Students

Agreements Between Two-Year and Four-Year Colleges

A Community College Prospective of Networking for Student Success

Prepared by Joseph P. DiMaria, Dean of Enrollment Services
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Objectives of the Paper

The objectives of the paper/presentation are to share several model transfer agreements as they are attached, to speak to why it is important to enter into transfer agreements, and to discuss the necessity of an honest self-evaluation before going forward with transfer agreement negotiation.

The impetus for the Community College of Rhode Island to explore transfer agreements as an option came from the realization of several facts. In 1992 when CCRI examined its position in the market and the current trends in its enrollment, it became apparent that the economic outlook for post-secondary education and for the clients of post secondary education was poor. Further, the notion of increasing tuition at post secondary schools was an adopted tactic. On a constant basis and in a depressed economy, the post-secondary education client was asked to contribute more to financing the post-secondary experience. Many potential students (and their parents) were not in a financial position to keep up with the increasing educational costs. In fact, many students who were capable of the academic riggers of a four-year school were transferring to the Community College because of its low cost. These transfers to the Community College could not continue their financial commitment to the four-year institution.

Even the students who were recipients of financial aid experienced difficulty meeting the costs for school; when the dollars they received were diminishing as a portion of their total tuition and fees. The actual purchasing power of the Pell Grant slipped from providing 77.4% of the cost of public higher education in 1979 to 33.2% of the same cost in 1992. The comparable percentages for private higher education were 37% in 1979 and only 13% in 1992.

Aside from the economic factors, CCRI discovered that many students who would have been better served by starting at the community college level were transferring to the Community College after a poor academic experience at a four-year school.

Beyond the financial difficulties faced by the students and potential students, researchers discovered that the institution of higher education was the victim of decreasing financial support from both the state and federal governments. As a result, many post-secondary schools were forced to become competitive in their recruiting of students. The competitive nature of recruitment caused many colleges and universities to offer large amounts of financial incentive in order to

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capture the full-time student headcount needed to fund budgets. During this phase, students who were sought after came to learn how to bargain for increased financial aid packages. These potential students extracted all that they could from the college or university who sought to increase enrollment. Students began to expect and even to depend on the post-secondary school to help finance their education.

To exacerbate the issue, the economy only allowed for poor returns on invested Endowments. Even those schools that were financially "well heeled" were beginning to feel the pressure. The once defined reach schools soon realized that, in order to have a viable applicant pool, they would need to make available both need and non-need based monies.

Those schools who did not have the financial resources to operate were often required to accept and admit "less academically qualified but able to pay students." Many of these academically under-prepared students who were accepted to four-year schools translated into very high attrition. In fact, the loss of students from the freshman to the junior year was staggering. It soon became apparent that there were too few Juniors and the tenured (often highest paid) faculty that were assigned to teaching "the Major Course Work" were either wanting for students or disappointed in the caliber of students put in their classrooms.

These attrition problems coupled with faculty discontentment were the cause for institutions to adopt and institute very costly intervention/remediation programs. These programs were aimed at correctly classifying, placing, and even strengthening the accepted student population so that these same students would be retained rather than "washed out" of an academic program. This was a very costly undertaking that begged for an alternative.

Very much aware of its external environment, the Community College of Rhode Island in 1992 began a serious and difficult Self-Assessment:

The Problem areas that were identified as a result of this painful self-assessment included these:

- **The State and federal governments were withdrawing financial support from education and higher education in particular.**

- **The Community College, as was the case of the majority of relatively young two-year schools, had no significant endowments. One could predict with some certainty that endowments would not be the solution to replenishing decreasing government funding.**

- **Competition for students became fierce as the Community College in every venue - college fairs, at the high school visitations, etc. – "faced off' against adversaries who sought to enlist prospective students. Two-year and four-year schools were in competition for the same students and the students often viewed the four-year schools as a more attractive place to study.**

- **The four-year schools, who were attempting to deal with higher than normal attrition rates, were beginning to aggressively recruit CCRI students in good standing. This tactic began to deplete the second year student population at the Community College.**

- **CCRI's product line did not enjoy a recognizable value to much of the external population. Many high schools and prospective students were not aware of the fact that CCRI courses were easily transferred to four-year schools. High school guidance professionals were hesitant to recommend to the children of upwardly mobile parents a community college - in place of a four-year college or university.**

As a result of the self-examination, CCRI discovered certain Strengths upon which to build. These strengths included:

- **The Community College was the most inexpensive institution in its market area. And the citizens of the State were looking for ways to help them deal with their financial depression. Even citizens of the more affluent communities – those who traditionally ignored the price advantage of the two-year school - were looking to CCRI as an alternative to a higher cost for an education.**

- **CCRI did enjoy a reputation in the community for delivering quality remedial course work. The fact that CCRI produced a graduate that was well prepared to go on to a four-year degree program was something on which to capitalize.**

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- **Research indicated that many CCRI students who transferred to four-year schools were in many cases more successful than the traditional cohort group of freshmen who entered the four-year school.**

- **In 1992, CCRI had 3 formal transfer agreements in place and the four-year schools were pleased with the arrangement.**

- **The Community College recognized the strength that came from having a full-time student population. It was also recognized that the 18 year-old student population was the age group most interested in studying on a full-time basis.**

- **CCRI had nearly saturated its market in the technical areas. The management and the faculty were looking for a new market that would include and incorporate the fine and liberal arts.**

- **CCRI students were looking for a variety of transfer options. They were saving money on the first two years of their education and were now exploring options in a four-year school that went beyond the three transfer schools with whom CCRI had already established transfer contracts.**

With all of these strengths and weaknesses in mind CCRI developed several objectives.

- **To use its capacity of both faculty and space.**
- **To recruit more focused full-time 18 year-old students.**
- **To improve the reputation of the Community College by way of touting the accomplishment of CCRI graduates.**
- **To protect its enrollment by maintaining its best students.**
- **To become part of the four-year college experience.**
- **To make its faculty content with the quality of students who were admitted for an education.**

It was for all of the above reasons that CCRI decided to enter into transfer agreements and to do so aggressively.

This is a chart of Progression to Date:

Academic Year	Number Signed	Pending
1993-94	5	10
1994-95	15	15
1995-96	46	20
1996-97	50	22
1997-98	62	13
Goal for 1998	75	

Advantages to the 2 Year School

It has been the experience of the Community College of Rhode Island that there are specific benefits and advantages to entering into transfer agreements.

- ***Better Focused Students with a Plan of What to Study Contribute to Retention***
  The College has no doubt reaped the benefits of a more focused student population - when students with an eye toward transfer to a four-year school entered the two-year school with an ambition for a four-year degree. Students with four-year transfer ambitions are told early in their academic career exactly what is expected of them in order for them to achieve their goal. These students are not content with self-advising. Generally, transfer oriented students tend to establish more contacts with advisors. They monitor their progress toward their pre-defined goals much more closely than students who have less clearly defined future academic aspirations. Retention does increase when focused students establish contacts and relationships with faculty and advisors.

- ***A Better Tool for Course Scheduling and Program Development***
  Increased retention allows the College to better schedule courses because the administration and faculty are better able to anticipate the program needs of students. Course work required by college and universities to which the student population will transfer mandate an examination of the Community College's offerings. As a result, curricula are developed to respond to client needs. This evolution of curriculum development and the constant questioning about what is being taught at the Community College, keep Community College course offerings relevant to the student population that is served.

- ***Increased Reputation In Both High Schools and Post-Secondary Schools***
  There is no question that success breeds success. It is true that the more transfer agreements into which a two-year school enters the more transfer

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contracts will be offered to that school. This phenomenon of success breeding success results in increased academic reputation for the two-year school at both the four-year and the secondary school levels. Many high school guidance counselors place much credibility in the fact that the community college graduate is recognized and accepted readily into four-year schools that have good academic reputations. Four-year schools that experience the successes of enrolling qualified two-year graduates are eager to recruit other graduates from that two-year supplier of junior class transfers.

- ***Increased Market and Increased Mission are the Product of a Community College's Transfer Agreement with a Four-Year School***
  As the high school guidance counselors, parents of high schoolers, and the high schools graduates themselves accept the Community College as a viable alternative to "heading straight to the four-year school" the market of the Community College changes. The Community College in order to maintain quality and reputation strives to do all it can to ensure it produces a quality graduate of whom it can be proud, to provide a community college graduate that will succeed at the receiving institution. Changes were made in course offerings, placement and remedial programs that were effective were adopted by the Community College in order to ensure quality control. As such the mission and the market of the two-year school changes. The Community College no longer markets its own programs solely. Instead, CCRI markets the opportunities that are available through its transfer agreements.

- ***Protected Enrollment for the Community College is also a Benefit of Transfer Agreements***
  Transfer agreements usually contain a clause that restricts four-year schools from the recruiting of community college students until they are graduated from the two-year college. Receiving institutions are more than willing to protect the relationships that they establish through transfer articulation agreements. These receiving schools want the best that the community college can offer. They want to recruit those persons who will succeed and they allow the community college to do their job in preparing the best student for them. The bottom line is this: four-year schools that have transfer agreements with two-year schools agree not to recruit students until they are ready, i.e. until they graduate. This posture does much to preserve the two-year school's enrollment.

- ***Faculty Enjoy Working with Motivated Students***
  One of the greatest accomplishments that comes with recruiting and sustaining a more focused and more motivated student body is the important

byproduct of having a more satisfied faculty. The faculty can be a proponent or adversary to the admissions enterprise. Open access institutions are often challenged by the faculty about the quality of student admitted to the school. It is important that faculty enjoys teaching and working with a student body that is more long-term goal oriented. Transfer articulation agreements make for such a student orientation.

Advantages to the 4 Year School:

The advantages to transfer agreements are certainly not one sided, in that there are many benefits enjoyed by the four-year receiving institution. Here are a few of these benefits for your consideration:

- ***Four-year schools have a qualified and identified source of students that requires little recruitment effort.***
  When students define their transfer goals early in their academic pursuit, they develop a commitment to the receiving school. The result is that there is a very high yield from a qualified student base. This student base is pre-screened and ready to assume its place in upper division courses. These are the same courses that may "go wanting" as a result of attrition from the earlier freshmen classes.

- ***The four-year school can dispense with competing for the student population that is choosing the two-year alternative.***
  Generally there is less competition for students as the two-year school attempts to promote the benefits of a four-year academic program and the opportunities that exist at particular four-year schools. The four-year school can utilize the two-year school as a publicist, an unpaid promoter of the baccalaureate offerings. Two-year partners are more than willing to tout the transfer deal that awaits a motivated student intent on first starting at the two-year school.

- ***The four-year school can use its resources more in line with its mission.***
  One of the large draws on the four-year school's budget has been the initiation and continuance of remedial, tutorial programs for the academically under-qualified students who are admitted to a four-year school. Most of these four-year schools do not want or enjoy the mission of remediating under-prepared students. When four-year schools concentrate on their own mission, they leave the mission of preparing students for rigorous study with the community colleges. As such, they can re-deploy to their own mission those dollars that heretofore were devoted to placement exams, remedial courses, and tutorial

programs. The administration of the baccalaureate granting school are usually very pleased to view a "bottom line" that is absent of expensive retention programs and one that includes more dollars retained for its original mission.

- ***Just as the community colleges benefit from correctly anticipating enrollment, the four-year school will benefit from an informed prospective of what students will be entering its doors.***
  Essentially four-year schools can better anticipate course needs because they can better anticipate the number of students entering the upper-division courses through transfer agreements. Here, the more expensive services of full-tenured senior faculty are more effectively and efficiently utilized. This form of utilization also contributes to a "healthier bottom line for the institution."

- ***When the College or University Admits better prepared Students It Reduces Attrition***
  Admissions personnel are painfully aware that their performance is measured not just on how many students are brought into the College, but more importantly, on how many of these students persist through graduation? Generally, students who are well prepared and who enter the junior year of a four-year program achieve the four-year degree as planned. The transfer articulation agreement between two-year and four-year schools has done much to reduce attrition and to increase persistence rates at the four-year receiving school.

- ***Just as the faculty at the community colleges enjoy a more focused highly motivated student body, so does the faculty at the four-year receiving school. Better.***
  Colleges and Universities enjoy boasting about the achievements of their graduates and the placement rates of the same. Well-prepared motivated students do succeed in their educational and professional goals. Faculty enjoy interacting with successful students.

Plans for Technology to Assist with Transfer Agreements:

The Community College of Rhode Island continues to adopt technology to assist in the execution of administrative functions.

Currently, CCRI is adopting web technology to link student inquiries to its transfer partners. In the near future, students who inquire about the Community College academic programs and opportunities will also be able to "drill down" to the

home pages of associated four-year transfer schools. This technology will allow the potential applicant to view the myriad of academic programs offered at partner schools.

The College is also exploring electronic data exchange technology that will enable the electronic communication of transcripted courses from one school's database to another school's database. This technology could be enhance with transfer credit interpolators that would in essence translate one school's course equivalent to another school's equivalent course.

The Community College is in the process of exploring the possibility of uploading degree requirements of its transfer partner schools to the degree audit system that it currently uses. The intention is to allow a student to inquire at CCRI about exactly how course work at CCRI will be counted and interpreted at CCRI's partner transfer school.

Other CCRI Initiatives:

To enhance the transfer articulation initiative, CCRI is currently entering into simultaneous acceptance agreements with the same partner schools. The student who is simultaneously accepted to CCRI and a partner school is advised from the beginning of his/heracademic pursuits at CCRI by the school which s/he has chosen. The result is a much stronger commitment on the part of the student to attend the selected four-year school. Yields have increased to the four-year school.

Through its Baccalaureate Bound program, CCRI serves as the broker for those students who are reject from their four-year, first choice reach school. Here, CCRI brokers an academic program that is specifically designed for the specific student. A contract is made by CCRI between the student and the four-year school. The student's academic inadequacies, that were the cause for rejection to the four-year school, are spelled out and a plan to satisfy requirements for admission to that same four-year school are reduced to writing and signed by the student and a representative of the four-year school. This program is an extension of entering into formal transfer articulation agreements.

Finally the Community College is entering into One Plus Three and Two Plus Three transfer agreements. The first program allows the community college to accept students even if their interest is in a program for which the Community College has reached full capacity (such as nursing). After the student finishes one year at CCRI s/he transfers to the four-year school where attrition in a rigorous program has occurred. The student begins at the four-year school as a

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first semester sophomore. The Two Plus Three program allows the CCRI graduate to proceed to a four-year school for the purpose of pursuing course work through the masters degree level.

In conclusion, the benefits of Transfer Agreements are most apparent to CCRI. The Community College has earned an excellent reputation as the school that provides the first two years of a four-year degree. The clientele of CCRI has changed over the past five years and CCRI has become a strong, viable and vital institution as a result of these transfer efforts. Four-year schools who want to ensure enrollments and avoid expensive retention programs and two-year schools who want to protect their enrollment and increase their academic reputation are well advised to give very serious consideration to entering into transfer agreements. The whole concept of transfer agreements is one that allows many schools to become cooperatively competitive.

COMMUNITY COLLEGE OF RHODE ISLAND

JOINT ADMISSIONS AGREEMENTS 08/25/98

New England Institute of Technology
Nichols College
Rhode Island College
Univ. of Mass/Dartmouth

TRANSFER ARTICULATION AGREEMENTS

Bay Path College
Becker College
Bentley College
Bradford College
Bridgewater State College
Bryant College
Cazenovia College
Central State College
Cleveland State University
College of St. Joseph, VT
Columbia College, IL
Curry College
Eastern Connecticut State Univ.
Endicott College
Fitchburg State College
Forsyth School for Dental Hygienists
Framingham State College
Franklin Pierce College
Green Mountain College
Johnson State College
Johnson & Wales University
Lasell College
Mass. College of Liberal Arts
Mass. Maritime Academy
Merrimack College
Montserrat College of Art
New England College
New England Institute of Technology
New Hampshire College
New York Institute of Technology
Nichols College
Pine Manor College
Plymouth State College
Providence College
Regis College
Rhode Island College
Rivier College
Robert Morris College
Roger Williams University
Sacred Heart University
Salem State College
Salve Regina University
Southern Connecticut University
Stonehill College
Suffolk University
Temple University
Unity College
University of Bridgeport
University of Hartford
Univ. of Maine/Farmington
Univ. of Mass./Amherst
Univ. of Mass/Boston
Univ. of Mass/Dartmouth
Univ. of Mass/Lowell
University of New England
University of New Haven
University of Rhode Island
Virginia Union University
Wentworth Institute of Technology
Wheelock College
Worcester Polytechnic Institute
Worcester State College

TRANSFER CREDIT AGREEMENTS

University of New Hampshire

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COMMUNITY COLLEGE OF RHODE ISLAND

PENDING AGREEMENTS

Anna Maria College
Assumption College
Daniel Webster College
Emerson College
Emmanuel College
Hofstra University
New Jersey Institute of Technology
Notre Dame College
Simmons College
University of Connecticut
Western New England College

BENTLEY

Bentley College
Undergraduate Admission
175 Forest Street
Waltham, Massachusetts
02154-4705

617.891.2244
1.800.523.2354
617.891.3414 FAX

ARTICULATION AGREEMENT

Bentley College
and
The Community College of Rhode Island

1. Bentley College assures acceptance for students graduating with an associates degree who have successfully completed the math requirement and have a grade point average of 3.2 or higher. Students with a GPA below 3.2 will be strongly considered. International students must also have a Toefl score of 550 or higher.
2. Students will receive transfer credit for courses deemed to be equivalent to those offered at Bentley College at the freshman and sophomore levels, provided a C- or higher grade has been earned. Validation is required for junior-level courses (such as Marketing), and the credit is awarded after a validation exam has been passed or a sequential course fulfilled. Bentley College requires that 120 credits be completed to earn a bachelor's degree and will accept up to 75 transfer credits. (Please note that in addition to being deemed transferable, the transfer credits must be applicable toward the bachelor's degree program the student has chosen.)
3. The attached guideline lists courses that will transfer from CCRI to Bentley College. It is recommended that students planning their associate degree programs to maximize potential transfer credit communicate with the transfer counselor as early as possible in their associates degree. They are also encouraged to consult the Bentley College Catalogue and this document to understand the requirements of the bachelor's degree at Bentley College.
4. The terms of this agreement will be honored beginning March 1997 and will continue until review or revision is required for the purpose of needed academic changes by the appropriate academic officials at both colleges.

Approved for:

Bentley College

H. Lee Schlorff
Dean of the Undergraduate College

Susan Bonvouloir
Associate Director of Admission
5-8-97

Community College of Rhode Island

Edward J. Liston
President,

Heather C. Smith
Assistant Dean of Admissions and Records
5/15/97

TRANSFER AGREEMENT

Between the Community College of Rhode Island

and

Merrimack College

1. Merrimack College assures the acceptance of any Community College of Rhode Island Associate in Arts or Associate in Science degree graduate (with the exception of Office Administration) who has earned a grade point average of 2.5 or better (on a 4.0 scale) into its baccalaureate degree programs (with the exception of Sports Medicine). All students must have fulfilled the minimum mathematics requirements (successful completion of Intermediate Algebra/Algebra II either in high school or in college) prior to admission. Students who are accepted with at least 20 transfer courses will be classified as juniors.

2. Transfer students will receive academic credit for all college-level courses which are applied toward the requirements of the associate degree and which meet the requirements of the degree program at Merrimack, excluding C- and D grades. A transfer credit evaluation will be performed on all applicants at the time of acceptance. A maximum of 25 courses will be accepted in transfer.

3. Internships, cooperative education, courses taken pass/fail, courses which carry fewer than three credits, and remedial courses adjudged to be below college-level will not be accepted in transfer.

4. It is understood that if a student does not have the foundation or skill to enroll in an upper-level course because he/she has not taken introductory courses, he/she will be required to take any necessary prerequisite(s). Therefore, Merrimack College cannot assure every student the completion of requirements for the baccalaureate degree in four semesters. All students must complete all major and degree requirements as specified in the Merrimack College Catalog. The First Year Seminar is waived for transfer students entering Merrimack in their junior year with 20 or more courses and at least 60 credits completed.

5. The Merrimack College Catalog contains all information about degree requirements. Students wishing to plan their associate degree programs to ensure meeting prerequisites for upper division courses are encouraged to communicate early with the transfer

COOPERATIVE AGREEMENT BETWEEN

COMMUNITY COLLEGE OF RHODE ISLAND

AND

NICHOLS COLLEGE

DUDLEY, MASSACHUSETTS 01571

COMMUNITY COLLEGE OF RHODE ISLAND AND NICHOLS COLLEGE AGREE TO THE FOLLOWING:

I. That the following transfer policy be adopted for the academic year 1992-1993 and be reviewed each subsequent year or as needed by either college.

II. That Community College of Rhode Island students receive full credit for courses under the following:

COMMUNITY COLLEGE OF RHODE ISLAND

A. PROGRAMS:

1. An Associate in Science Degree in one of the following Business Administration Programs (Accounting, General Business or Management) or in the Computer Studies & Information Processing Program in Computer Science will be accepted towards the following degrees at Nichols College:

   Bachelor of Science in Business Administration

   Bachelor of Science in Public Administration

2. An Associate in Arts Degree in one of the following General Programs (Liberal Arts, Labor Studies or Urban Affairs) or in any of the Human Services Programs will be accepted towards the following degree at Nichols College:

   Bachelor of Arts

3. Community College of Rhode Island graduates will receive full credit at Junior standing (60 credits) based upon the Associate Degree.

B. CONDITIONS OF TRANSFER:

1. The student must have received an overall grade point average of 2.75 or above.

2. The transfer student from Community College of Rhode Island must go through the normal admissions processes at Nichols College in order to be formally accepted. Entrance standards for the Community College of Rhode Island student will parallel standards for Nichols College students.

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TRANSFER AGREEMENT

Between the Community College of Rhode Island

and

College of St. Joseph in Vermont

1. College of St. Joseph in Vermont assures the acceptance of an associate degree graduate who has earned a grade point average of 2.0 or better (on a 4.0 scale) into their baccalaureate degree programs. Students who are accepted with 60 transfer credits will be classified as juniors.

2. Transfer students will receive academic credit for all college-level courses applied toward the requirements of the associate degree, excluding D grades. A maximum of sixty credits will be accepted for transfer.

3. Non-credit or remedial courses adjudged to be below college level may not be accepted for transfer.

4. It is understood that if a student does not have the foundation or skill to enroll in an upper level course because he/she has not taken introductory courses, he/she will be required to take any necessary prerequisite(s). Therefore, College of St. Joseph in Vermont cannot assure every student the completion of requirements for the baccalaureate degree in four semesters.

5. College of St. Joseph in Vermont catalog contains all information about degree requirements. Students wishing to plan their associate degree programs to ensure meeting prerequisites for upper division courses are encouraged to communicate early with the transfer counselor at College of St. Joseph in Vermont to secure specific information about transfer credits.

6. This agreement will be reviewed bi-annually and may be revised by mutual consent.

7. The agreement is expected to continue in force indefinitely but may be terminated by either party with not less than one year's notice.

Edward J. Liston, President
Community College of Rhode Island

3/26/96
Date

Dr. Frank G. Miglorie, Jr., President
College of St. Joseph in Vermont

3/29/96
Date

TRANSFER AGREEMENT

Between the Community College of Rhode Island

and

Suffolk University

1. Suffolk University assures the acceptance of any associate degree graduate who has earned a grade point average of 2.5 or better (on a 4.0 scale) into its baccalaureate degree programs. Students who are accepted with 60 transfer credits will be classified as juniors.

2. Transfer students will receive academic credit course by course according to our program. We will accept credit for courses deemed equivalent to those offered by Suffolk University on the freshman and sophomore levels.

3. Non-credit or remedial courses adjudged to be below college level may not be accepted for transfer.

4. It is understood that if a student does not have the foundation or skill to enroll in an upper level course because he/she has not taken introductory courses, he/she will be required to take any necessary prerequisite(s). Therefore, Suffolk University cannot assure every student the completion of requirements for the baccalaureate degree in four semesters.

5. The Suffolk University catalog contains all information about degree requirements. Students wishing to plan their associate degree programs to ensure meeting prerequisites for upper division courses are encouraged to communicate early with the transfer counselor at Suffolk University to secure specific information about transfer credits.

6. The liaison for the colleges will be the chief academic officer of each institution. This agreement will be reviewed bi-annually and may be revised by mutual consent.

7. The agreement is expected to continue in force indefinitely but may be terminated by either party with not less than one year's notice.

William F. Coughlin
Suffolk University
Director of Admissions

1/25/93
Date

Judith A. Crowley
Dean of Instruction

1/15/93
Date

UNIVERSITY OF MAINE AT FARMINGTON
Office of Admissions
102 Main Street Farmington, Maine 04938-1994 207-778-7050

TRANSFER AGREEMENT
BETWEEN THE COMMUNITY COLLEGE OF RHODE ISLAND
AND
UNIVERSITY OF MAINE AT FARMINGTON

1. University of Maine at Farmington assures the acceptance of any associate degree graduate who has earned a grade point average of 2.5 or better (on a 4.0 scale) into its baccalaureate degree programs, provided there is space available at the time of the application process. Students who are accepted with 60 transfer credits will be classified as juniors.
2. Transfer students will receive academic credit for all college-level courses applied toward the requirements of the associate degree, excluding "D" grades.
3. Non-credit or remedial courses adjudged to be below college level may not be accepted for transfer.
4. It is understood that if a student does not have the foundation or skill to enroll in an upper level course because he/she has not taken introductory courses, he/she will be required to take any necessary prerequisite(s). Therefore, University of Maine at Farmington cannot assure every student the completion of requirements for the baccalaureate degree in four semesters.
5. The University of Maine at Farmington catalog contains all information about degree requirements. Students wishing to plan their associate degree programs to ensure meeting prerequisites for upper division courses are encouraged to communicate early with the transfer admission counselor at University of Maine at Farmington to secure specific information about transfer credits.
6. The liaison for the colleges will be the chief academic officer of each institution. This agreement will be reviewed bi-annually and may be revised by mutual consent.
7. The agreement is expected to continue in force indefinitely but may be terminated by either party with not less than one year's notice.

Frank Doran
Chief Academic Officer

J Anthony McLaughlin
Director of Admissions

1-26-93
Date

Thomas A Crowley
Chief Academic Officer

Randall Hebert Ph.D
Director Advising and Counseling Center

2/4/93
Date

UNIVERSITY OF MASSACHUSETTS
AMHERST

Undergraduate Admissions

University Admissions Center
Box 30120
Amherst, MA 01003-0120
(413) 545-0222

TRANSFER AGREEMENT

Between the COMMUNITY COLLEGE OF RHODE ISLAND

and

UNIVERSITY OF MASSACHUSETTS AMHERST

1. University of Massachusetts Amherst assures the acceptance of associate degree graduates in designated transfer programs who have earned a grade point average of 2.7 or higher (on a 4.0 scale) into its baccalaureate degree programs. Students who are accepted with 60 transfer credits or more will be classified as juniors.

2. Transfer students will receive academic credit for all college-level courses applied toward the requirements of the associate degree, excluding D grades. A maximum of 75 credits will transfer.

3. Non-credit or remedial courses adjudged to be below college level may not be accepted for transfer.

4. It is understood that if a student does not have the necessary preparation to enroll in an upper level course due to lack of introductory courses or adequate grades, he/she will be required to take any prerequisite(s). Therefore, University of Massachusetts Amherst cannot assure every student the completion of requirements for the baccalaureate degree in four semesters.

5. The University of Massachusetts Amherst catalog contains all information about degree requirements. Students wishing to plan their associate degree programs to ensure meeting prerequisites for upper division courses are encouraged to communicate early with the transfer staff in the Undergraduate Admissions Office at the University of Massachusetts Amherst to obtain details about transfer of courses.

6. This agreement will be reviewed bi-annually and may be revised by mutual consent.

7. This agreement is expected to continue in force indefinitely but may be terminated by either party with not less than one year's notice.

8. Residents of Rhode Island may be eligible for acceptance to specific degree programs at the University under the New England Regional Student Program, in which case a 2.5 grade average is required for acceptance.

Edward J. Liston, President
Community College Of Rhode Island

Date

Kathy L. Ryan, Transfer Affairs
University of Massachusetts Amherst

Date

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